TOTAL PARTICIPATION TECHNIQUES
Making Every Student an Active Learner

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OVERVIEW

“How many times have you looked up during your teaching only to wonder whether or not your students still had a pulse?”

Or “…have you ever stopped to wonder whether or not they were processing or even comprehending what you were presenting?” (p. 31)

In other words, are your students engaged in the learning process?

The objective of Total Participation Techniques (TPTs) is to offer the classroom teacher alternative and innovative ways to engage students beyond the usual “stand and deliver” lecture style approach. TPTs aims to provide educators with the tools and techniques that will promote cognitive engagement through active participation and higher-order thinking by all of their students

SUMMARY CONTENT

Chapters one and two (pp. 3 – 23) explore the direct correlation between student failure and dropout rates, to the lack of engagement. Keely Potter’s research suggests that “by the time students hit middle school, disengagement has become a learned behavior” for many students.

Chapter three (pp. 27-30) discusses the “how”, and focuses on the tools and supplies used to implement TPTs into the classroom.
Chapter four through seven (pp. 31 – 99) address the actual hands on teaching techniques which maximize student participation. Each technique includes four sections:

- Overview of the technique
- How It Works
- How To Ensure Higher-Order Thinking
- Pause to Apply

An example of a TPT that is explained in the above chapters is the “Think-Pair-Share”. In this TPT students are asked to think about a specific issue, idea, or question and then to share their thoughts with an assigned partner. Verbalizing their thoughts to a peer, helps ensure that the student has given thought to the question, and further, possibly obtaining another perspective from their partner.

Chapter eight (pp. 103-108) discusses how TPTs can function as formative assessments (formative assessments help teachers target their instruction to improve student learning). In formative assessments a foundation for learning is built in which students take ownership for learning, as opposed to summative assessments which only summarize what was learned.

Chapter nine (pp. 109-120) is about how to build a TPT-Conducive Classroom. Such a classroom requires a culture conducive to active student interaction through shared confidence, trust, and acceptance.

**IMPLICATIONS FOR TEACHING**

If you believe that student engagement is the key to learning and are looking for ideas and a process on how to increase student engagement, then this book can provide the guidance, ideas and hands-on techniques to help get you there.

“We are convinced that the accountability and cognitive engagement that result from TPTs can make a difference between mediocrity and excellence in teaching --- and between student failure and student success.” (pg 8)